



THE UNIVERSITY OF  
WESTERN AUSTRALIA  
*Achieving International Excellence*

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# Unit Outline

**Unit title**

**Unit code**

**Semester/Quarter**

**Campus (e.g. Crawley, Albany, Singapore)**

**Unit Coordinator**



**Business School**

[www.business.uwa.edu.au](http://www.business.uwa.edu.au)

Insert document version showing unit code/location/your initials/date,  
eg Statistics 160 on-campus, prepared by Jane Smith on Sep-21 would  
become 530160/Crawley/JS/21.09.06.

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## UNIT DESCRIPTION

### Introduction

*Write a message to welcome students to the unit.*

### Unit content

*Identifies the subject matter covered in the unit.*

### The Goal of the Unit

*The goal of the unit identifies what it is that the unit sets out to achieve. Explain how this unit contributes towards overall program.*

### Learning outcomes

*The learning outcomes state explicitly what the student will be able to do with the subject matter by the end of the unit. They provide a framework for teaching and assessment in the unit. Five to eight learning outcome statements should be sufficient. It is also useful if you indicate how assessment components relate to learning outcomes.*

On completion of this unit, you should be able to:

- 
- 
- 

### Educational Principles

*List here the graduate outcomes that will be taught, practised or assessed. Note, not all Principles are covered in every unit.*

In this unit, you will be encouraged and facilitated to develop the ability and desire to:

- 
- 
-

## CONTACT DETAILS

### Unit

coordinator/lecturer

name:

email:

phone:

fax:

consultation hours:

lecture times:

lecture building & room:

### Tutor(s)

name:

email:

phone:

fax:

consultation hours:

tutorial times:

tutorial building & room:

## TEACHING AND LEARNING RESPONSIBILITIES

### Teaching and learning strategies

*This is where you indicate to the students how they will learn in the unit. For example, in designing the unit you may have included problem-based learning, field work, a team project, or some student choice. Explain to the students why you have included this in the unit and how the students should approach the work in order to get the most out of the unit.*

### Charter of student rights and responsibilities

This Charter of Student Rights and Responsibilities upholds the fundamental rights of students who undertake their education at the University of Western Australia.

It recognises that excellence in teaching and learning requires students to be active participants in their educational experience. It upholds the ethos that in addition to the University's role of awarding formal academic qualifications to students, the University must strive to instil in all students independent scholarly learning, critical judgement, academic integrity and ethical sensitivity.

Please refer to the guild website the full charter of student rights, located at <http://www.secretariat.uwa.edu.au/home/policies/charter>

### Use of student feedback

*Explain that the units are periodically evaluated and the feedback from students taken into account when the unit is updated.*

*Then give specific examples of how the unit has been improved in response to previous student feedback.*

*Students are more likely to give you feedback on the unit if they believe it will be taken into consideration for next time.*

## ASSESSMENT MECHANISM

*The assessment should be closely linked to the outcome statements. You may want to indicate which of the learning outcomes relate to particular items of assessment.*

*The assessment strategy forms an integral part of the overall instructional strategy of a unit. Student-centred assessment offers a large number of assessment types from which appropriate formats for the unit can be selected. Also, see [www.lgu.ac.uk/deliberations/assessment/](http://www.lgu.ac.uk/deliberations/assessment/), <http://www.aahe.org/Bulletin/may2.htm> and an electronic journal at [www.ericae.net/pere/Articles.htm](http://www.ericae.net/pere/Articles.htm)*

*NOTE: If you are using team (group) assessment you should identify why this type of work is included in the unit (ie. The purpose of including team assessment in this unit is to facilitate a practical assessment of an organizational sample. This type of work could not be undertaken individually).*

*Assignments, exams and other assessment tasks should be prepared at the time of developing the unit. Special care should be given to designing any team work (see also [www.adprima.com/grouping.htm](http://www.adprima.com/grouping.htm)). It is necessary to describe the task(s) clearly and state the criteria for completing each assignment successfully. This implies giving prior thought to the content and standard of what you expect in the student's work. Where appropriate, the weightings which will be applied to different components in the assignment should be stated. For some notes on grading, see <http://adminwww.flinders.edu.au/teach/assess/grading.htm>.*

### Assessment mechanism summary

*Adapt the assessment table below according to what will be required. The combination of assessable work should comply with the University's policy on assessments details of which are available at [http://www.teachingandlearning.uwa.edu.au/tl4/for\\_uwa\\_staff/policies/teaching,\\_learning\\_and\\_assessment](http://www.teachingandlearning.uwa.edu.au/tl4/for_uwa_staff/policies/teaching,_learning_and_assessment).*

Item	Weight	Due date
Tutorial exercises/activities		
Assignment 1		
Assignment 2 (mid-semester exam)		
Final exam		

Note: Results may be subject to scaling and standardisation under faculty policy and are not necessarily the sum of the component parts.



## **Assessment details**

Assessment item #

- description and guidelines
- marking criteria  
(in terms of grade-related standards)
- submission details

## Standard of Assessment

The Business School must ensure that the processes of assessment are fair and are designed to maintain the standards of the School and its students. The School follows the University of Western Australia's grading system:

HD	(Higher distinction)	80-100%
D	(Distinction)	70-79%
CR	(Credit pass)	60-69%
P	(Pass)	50-59%
N+	(Fail)	45-49%
N	(Fail)	0-44%

The School awards marks leading to these grades by using the following general criteria which are presented here as a clear indication of the School's expectations. These general criteria may be supplemented by specific standards with regard to a particular assignment.

- HD The student has a clear understanding of theory, concepts and issues relating to the subject and is able to adopt a critical perspective. The student is able to clearly identify the most critical aspects of the task and is able to offer a logically consistent and well articulated analysis within the analytic framework presented in the unit. The student is able to draw widely from the academic literature and elsewhere but maintains relevance.
- D The student has a clear understanding of theory, concepts and issues relating to the subject. The student is able to develop an analysis of an issue using the analytic framework presented in the unit and is able to identify and evaluate the critical issues. The student is able to draw upon relevant academic and other material.
- CR The student demonstrates an understanding of the analytic framework developed in the unit and a partial understanding of concepts and issues. The student is able to identify some key issues and is able to present a logical discussion, but with some conceptual errors or gaps between analysis and conclusions. The student is able to draw upon an adequate range of references and other materials.
- P The student generally takes a descriptive rather than analytic approach to the subject. The student is able to demonstrate some understanding of the issues involved but does not demonstrate the ability to apply the analytic framework which had been developed in the unit. Draws primarily upon unit materials for referencing.
- N+ The student is unable to demonstrate that he or she understands the core elements of the subject matter. The student is able to provide some insight into issues but misapplies analytic framework developed in the unit, omitting key factors and, for example, drawing conclusions which are not related to the preceding discussion.
- N The student is unable to demonstrate any understanding of the subject matter. Material presented for assessment is unrelated to unit framework and shows not effort to identify or address critical aspects of the topic.

The scaling of marks to ensure comparability between classes is an acceptable academic practice. The School and Board of Examiners have the right to scale marks where it is considered necessary to maintain consistency and fairness.

## Supplementary Assessment

Supplementary Assessment is not offered by the Business School, however, students who achieve a grade between 45-49 in the last unit for their undergraduate degree taken in the last semester of study, will be eligible for a supplementary assessment.

## Ethical Scholarship, Academic Literacy and Academic Misconduct

**Ethical scholarship** is the pursuit of scholarly enquiry marked by honesty and integrity.

**Academic Literacy** is the capacity to undertake study and research, and to communicate findings and knowledge, in a manner appropriate to the particular disciplinary conventions and scholarly standards expected at university level.

**Academic misconduct** is any activity or practice engaged in by a student that breaches explicit guidelines relating to the production of work for assessment, in a manner that compromises or defeats the purpose of that assessment. **Students must not engage in academic misconduct.** Any such activity undermines an ethos of ethical scholarship. Academic misconduct includes, but is not limited to cheating, or attempting to cheat, through:

- Collusion
- Inappropriate collaboration
- Plagiarism
- Misrepresenting or fabricating data or results or other assessable work
- Inappropriate electronic data sourcing/collection
- Breaching rules specified for the conduct of examinations in a way that may compromise or defeat the purposes of assessment.

Penalties for academic misconduct vary according to seriousness of the case, and may include the requirement to do further work or repeat work; deduction of marks; the award of zero marks for the assessment; failure of one or more units; suspension from a course of study; exclusion from the University, non-conferral of a degree, diploma or other award to which the student would otherwise have been entitled. Refer to the Ethical Scholarship, Academic Literacy and Academic Misconduct located on the University's website at

[http://www.teachingandlearning.uwa.edu.au/tl4/for\\_uwa\\_staff/policies/student\\_related\\_policies/academic\\_conduct](http://www.teachingandlearning.uwa.edu.au/tl4/for_uwa_staff/policies/student_related_policies/academic_conduct)

## Academic Conduct Essentials (ACE)

From Semester 1, 2008 all newly enrolled students are required to complete a short compulsory online unit called *Academic Conduct Essentials* (ACE) within the first 10 weeks of semester. ACE introduces students to essential knowledge regarding ethical scholarship, it helps prepare them for the expectations they will need to meet during their university career and it informs them of correct academic conduct.

ACE can be accessed via WebCT (<http://webct6.uwa.edu.au>). In order to pass the unit, the unit quiz must be completed with a mark of 80% or greater. To gain the required pass mark students may attempt the quiz as many times as they wish. Completion of the unit will be recorded as an Ungraded Pass (UP) on the student's academic record. Non-completion (NC) within the required timeframe will also be documented on formal academic records (ie, in either case the grade will appear on transcripts). More information on ACE is available at <http://ace.uwa.edu.au>

## Acknowledging sources of information

In the course of your individual and team work assignments, you will encounter ideas from many sources. These will include journal and newspaper articles, commentaries, books, web sites and other electronic sources, original case sources, lecture materials. All assignments that you submit **must** acknowledge all the different sources you have used. Not to acknowledge your sources is plagiarism, a form of dishonesty. Plagiarism is the misappropriation of the work or ideas of others and presenting them as your own. This is reprehensible from both an ethical and legal viewpoint. Neither the School nor the University accepts ignorance or the fact that a student's previous acts of plagiarism had been undetected as a defence.

In order to avoid engaging in plagiarism it is **your** responsibility to acknowledge all of your sources in any work submitted for assessment and it is essential that you reference the work of others correctly. Where you quote directly from a source, you must ensure that any direct quotations are placed in quotation marks and are fully referenced. Even when you do not quote directly and are just referring to or expanding on the work of others, you must still acknowledge the sources of your information and ideas. Close paraphrasing in which you change a few phrases around, leave a clause out of a long sentence or put the original sentences in a different order is still plagiarism. To mark words as a quotation the entire text that has been copied should be enclosed within the quotation marks. If the copied text is four or more lines in length, it may be more appropriate to set it as a separate and indented paragraph. Each time that text is copied, the source must be acknowledged with a reference citation, including the page number.

If you have any doubts concerning appropriate referencing formats or how to acknowledge the work of others correctly, you should seek the advice of your lecturer.

The Faculty of Economics and Commerce has the following regulation on Plagiarism: "The Faculty will promote the highest levels of probity and honesty amongst students and will provide instruction on ethical conduct. By submitting assignments and other work for assessment, students acknowledge Faculty's duty to guard against plagiarism, including by electronic means such as Turnitin or Mydropbox. A lecturer may require students submitting written or electronic work to sign a Plagiarism Declaration Form indicating that the work is original."

## Business IRIS (Introductory Research and Information Skills)

Business IRIS is an online, self paced unit that provides an introduction to the skills needed to find and use information effectively and efficiently when studying in Business. Topics covered include how to locate and use library resources, the search process and search strategies, how and why to reference work, and evaluating online sources.

Business IRIS is a WebCT unit containing 8 modules, the final one being a self-test module. It is recommended that you work through the modules in the order they are presented and finish with the Test Yourself quiz and survey. Multiple attempts at the quiz are allowed.

## Appeals against academic assessment

In the first instance, students are strongly advised to talk informally to the lecturer about the grade awarded. The University provides the opportunity for students to lodge an appeal against any mark which he or she feels is unfair. Any student making an appeal is under an obligation to establish a prima facie case by providing particular and substantial reasons for the appeal. It is recommended that students contact the Guild Education Officers to aid them in the appeals process.

There is a 20 day time limit for making any such appeal. An appeal against academic assessment may result, as appropriate, in an increase or decrease in the mark originally awarded. The University regulations relating to appeals and the form on which the appeal should be lodged can be found at <http://www.secretariat.uwa.edu.au/home/policies/appeals>

## Student Guild contact details

The University of Western Australia Student Guild  
35 Stirling Highway  
Crawley WA 6009  
Phone: (+61 8) 6488 2295  
Facsimile: (+61 8) 6488 1041  
E-mail: [enquiries@guild.uwa.edu.au](mailto:enquiries@guild.uwa.edu.au)  
Website: <http://www.guild.uwa.edu.au>

## TEXTBOOK(S) & RESOURCES

### Unit Website

### Recommended/required text(s)

*Enter the full bibliographic details for each item. Following the School's preference for referencing in the Harvard style will set an early precedent for students to follow.*

### Software requirements

*Software requirements are the applications that students will need in order to participate in and complete the unit.*

### Additional resources & reading material

*Brief annotations that accompany important resources will increase the likelihood of students accessing such sources.*

*Additional reading material should be compiled well in advance for printing and sale through the Co-Op Bookshop.*

## Approved calculators for examinations

The University only permits the use of calculators in examinations when the calculator has an approved sticker. If the student does not have an approved sticker on their calculator, they will not be permitted to use the calculator. Since this is a University wide policy it is not possible for unit coordinators to grant on the spot exemptions. Calculators can be approved at the Business School Student Centre between 9.00am – 4.30pm Monday to Friday. Further information is available on the Business School web site, see <http://www.business.uwa.edu.au/studentnet/assessments>.

## UNIT STRUCTURE

### Overview

- Lectures/Intensive sessions
  -
- Tutorials
  -
- Workshops
  -

## UNIT SCHEDULE

Week #	Topic	Lecture	Tutorial/workshop questions	Independent activity (e.g. readings)
1	Introduction to the unit			
2	Topic 1			
3	Topic 1 (continued)			
4	Topic 2			
5	Topic 2 (continued)			
6	Topic 2 (continued)			
7	etc			
8				
	Mid-semester break			
9				
10				
11				
12				
13				